

**2006-2007**

# **Educational Equity Review**

## **School Districts**

# **On-Site Manual**

**Division of Early Childhood, Elementary, and Secondary Education  
Division of Community Colleges and Workforce Development  
Iowa Department of Education  
Revised August 2006**

State of Iowa  
Department of Education  
Grimes State Office Building  
Des Moines, Iowa  
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## Table of Contents

	Page
<b>Equity Policy and process Requirements</b>	<b>4</b>
1. Nondiscrimination Policy	5
2. Designation of Employee	8
3. Grievance Procedure	11
<b>The Educational Program</b>	<b>14</b>
5. Equity in the School Improvement Process	14
6. Curriculum Development	18
7. Assessment	20
8. Advisory Councils/Committees	22
9. Co-Curricular Activities	25
10. Discipline and Rules	29
11. Media Center Services	32
<b>Access Issues</b>	<b>33</b>
12. Segregation/Integration of Students	34
13. Physical Education	40
14. Enrollment Practices	42
15. Guidance and Counseling	45
16. Physical Access to Educational Programs	48
17. Workplace Learning Programs	51
18. Services for English Language Learners	53
19. Services to Students with Disabilities	57
20. Student Marital and Parental Status and Health Services	61
21. Gifted and Talented Education Program	63
22. Education of Homeless Children and Youth	66
23. At-Risk Students	70
<b>Employment</b>	<b>73</b>
24. Employment Policies and Practices	73

## **Civil Rights Process and Procedure**

The following sections will assess the district's compliance with the process requirements of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap. The process requirements include the adoption of non-discrimination policies, the assignment of an equity coordinator, the adoption and implementation of a grievance procedure and notification to students, staff, parents and community members.

A policy of nondiscrimination represents the district's commitment to equity. The policy also provides documentation that the district is committed to provide educational opportunities for all its students. The grievance procedure provides an equitable way to address complaints related to the policy. The process must be clearly delineated and communicated to staff, students and parents.

The role of the equity coordinator is to provide leadership and to coordinate the district's efforts to comply with equity related requirements. Not only must the coordinator be assigned, but there must be evidence that the coordinator is functioning. It is important that coordinator's equity responsibilities be reflected in his/her job description and evaluation.

It is important that students, staff, parents and community members be aware of the policy, the grievance procedure and the identity of the coordinator. For this reason the law requires that the policy, the name and phone number of the equity coordinator and information about the grievance procedure be disseminated to all stakeholders in a school district and included in all of the district's major annual publications. Major publications include student, parent, staff, and coaches handbooks; registration handbooks and course descriptions; major plans and reports of the school district such as the Annual Progress Report and the School Improvement Plan; and district brochures. This information should also appear on the district's website. It is recommended that agencies develop and implement a process to ensure that the notifications are consistent and updated when necessary.

## NONDISCRIMINATION POLICY

1. ☐ Yes ☐ No The school board has adopted a nondiscrimination policy
2. ☐ Yes ☐ No Policy covers race and color.  
☐ Yes ☐ No Policy covers national origin.  
☐ Yes ☐ No Policy covers gender.  
☐ Yes ☐ No Policy covers disability.  
☐ Yes ☐ No Policy covers age.  
☐ Yes ☐ No Policy covers religion and creed.  
☐ Yes ☐ No Policy covers marital status (Required for program only).
3. ☐ Yes ☐ No Policy covers employment.  
☐ Yes ☐ No Policy covers program.
4. The employment policy includes components that speak to:
- ☐ Yes ☐ No Nondiscrimination  
☐ Yes ☐ No Affirmative action  
☐ Yes ☐ No Harassment of and by staff
5. The program policy includes components that speak to:
- ☐ Yes ☐ No Nondiscrimination  
☐ Yes ☐ No Multicultural, gender-fair education  
☐ Yes ☐ No Harassment of and by Students
6. ☐ Yes ☐ No The policies are found in the official Board Policy Book along with the date of adoption, review or last revision.
7. ☐ Yes ☐ No The policies have been adopted, reviewed or updated in the past five years

8. The following groups are given annual and on-going notification of the nondiscrimination policies:

_____	Yes	_____	No	Employees
_____	Yes	_____	No	Students
_____	Yes	_____	No	Parents
_____	Yes	_____	No	Applicants for employment
_____	Yes	_____	No	Business or industries involved in workplace based education programs
_____	Yes	_____	No	Institutions that serve as sources for employee recruitment
_____	Yes	_____	No	External organizations that provide scholarships
_____	Yes	_____	No	Community

9. The nondiscrimination policies are found in the following documents:

_____	Yes	_____	No	Employee Handbooks (Including coaches handbooks)
_____	Yes	_____	No	Student Handbooks
_____	Yes	_____	No	Parent Handbooks
_____	Yes	_____	No	Coaches Handbooks
_____	Yes	_____	No	Course description/registration handbooks
_____	Yes	_____	No	District website
_____	Yes	_____	No	Notification is current and consistently worded in the documents

**Comments:**

**Issues:**

The law requires districts to have an officially adopted policy statement of nondiscrimination in program and employment on the bases of race, color, national origin, gender, disability, age, religion, and creed. The non-discrimination policy covering educational program must also cover the marital status. It is not necessary for the district to have several separate policy statements. In fact, it is encouraged for the sake of efficiency that these policies be consolidated into one or two policy statements on educational equity. It is appropriate to have separate policies covering program and employment. Districts sometimes want to have a stand-alone policy on harassment. The policies should be included in the official Board Policy book. Other board policies should be reviewed to insure that they are consistent with the non-discrimination policy. The policies should be reviewed and revised or reaffirmed every five years as per Chapter 12 requirements.

The law requires that the agency use effective methods to inform parents, employees, students, and applicants for employment, as well as private businesses and industries involved in work-site based education programs of its nondiscrimination policies. This is to be done on an annual and on-going basis. All annual and general publications distributed by the agency, employment application forms as well as the district's website are to contain the notification of nondiscrimination, the identity and phone number of the equity coordinator, and notification about the grievance procedure. Interviews with students and employees are good indicators of whether there is general awareness of the policy, the identity of the equity coordinator and the grievance procedure.

## DESIGNATION OF EMPLOYEE

1. The agency has designated an employee to coordinate the agency's activities related to the following federal and state equity requirements.

_____	Yes	_____	No	Title IX Coordinator (gender equity)
_____	Yes	_____	No	Section 504 Coordinator (disability equity)
_____	Yes	_____	No	Equal Employment Opportunity/Affirmative Action Coordinator
_____	Yes	_____	No	Race and national origin equity issues are included in the coordinator's responsibilities

Name, phone number and position of current coordinator:

---

2. \_\_\_\_\_ Yes \_\_\_\_\_ No There is evidence to show that the coordinator is active and functioning. This evidence includes the following:

_____	Yes	_____	No	Memos/emails to administrators
_____	Yes	_____	No	Memos/e-mails to staff
_____	Yes	_____	No	Memos/e-mails to students
_____	Yes	_____	No	Memos/emails to parents
_____	Yes	_____	No	Reports to school board
_____	Yes	_____	No	Communication with the SIAC and/or Equity Committee
_____	Yes	_____	No	Agendas and minutes of the SIAC and/or Equity Committee
_____	Yes	_____	No	Staff members could identify the coordinator(s)
_____	Yes	_____	No	Students could identify the coordinator(s)
_____	Yes	_____	No	Parents could identify the coordinator
_____	Yes	_____	No	Job description include equity responsibilities
_____	Yes	_____	No	Job description includes equity responsibilities
_____	Yes	_____	No	Equity related professional development
_____	Yes	_____	No	Annual review of disaggregated data
_____	Yes	_____	No	Documentation of processed grievances
_____	Yes	_____	No	Annual review of disaggregated course and program enrollment data



3. The following groups receive annual and on-going notification of the identity, address and phone number of the equity coordinator(s):

_____	Yes	_____	No	Students
_____	Yes	_____	No	Employees
_____	Yes	_____	No	Parents
_____	Yes	_____	No	Applicants for employment
_____	Yes	_____	No	Businesses or industries involved in workplace based education programs
_____	Yes	_____	No	Institutions that serve as sources for employee recruitment
_____	Yes	_____	No	Outside organizations that provide scholarships

4. The notification of the coordinator's identity is included in the following publications:

_____	Yes	_____	No	Student Handbooks
_____	Yes	_____	No	Staff handbooks
_____	Yes	_____	No	Parent handbooks
_____	Yes	_____	No	Registration/course description handbooks
_____	Yes	_____	No	District website
_____	Yes	_____	No	Notification is consistent in those Documents.

**Comments**

**Issues:**

Title IX and Section 504/ADA requires the district to designate an employee to coordinate the agency's activities related to gender and disability equity. The Iowa administrative rules on Equal employment Opportunity & Affirmative Action require a coordinator as well. An agency may have a different coordinator for each law or consolidate the responsibilities under one person. We have encouraged most small and medium sized districts to have one coordinator, although they may choose to do otherwise. This individual must be interviewed during the course of the on-site visit. Usually it will be evident if they are aware of their responsibilities and have been active. Interviews with staff, parents, and students will also show whether they are aware of the identity of the coordinator(s) and their responsibilities. If the coordinator has been functioning there will be some documented evidence of that activity in the areas outlined in the inset to question # 2.

The law requires that the agency use effective methods to inform parents, employees, students, and applicants for employment, as well as private businesses and industries involved in work-site based education programs of the identity and contact information of its equity coordinator. This is to be done on an annual and on-going basis. All annual and general publications distributed by the agency, employment application forms as well as the district's website are to contain the notification of nondiscrimination, the identity and phone number/e-mail address of the equity coordinator, and notification about the grievance procedure. Interviews with students and employees are good indicators of whether there is general awareness of the identity of the equity coordinator.

## GRIEVANCE PROCEDURE

1. There is a grievance procedure for processing complaints of discrimination/harassment based upon:

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Gender
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Disability
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Race and Color
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	National origin
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Religion and Creed
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Age
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Marital/Parental Status
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Sexual Orientation

2. The grievance procedure covers:

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Students
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Parents
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Employees
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Applicants for employment

3. ☐ Yes ☐ No The grievance procedure includes a provision for an impartial third party hearing, when the internal findings on disability related grievances regarding student identification, student evaluation, educational placement or program accommodations are appealed.

4. Grievance forms and instructions for filing grievances are available:

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	At the central office
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	At each school
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	On the district website

5. Grievances have been filed within the past 5 years under this procedure on the basis of:

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Gender
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Disability
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Race and Color
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	National Origin (Language)
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Religion and Creed
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Age
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Marital/Parental Status
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Sexual Orientation

6. The following groups receive annual and on-going notification about the grievance procedure:

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Students
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Parents
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Employees
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Applicants for employment

7. The following documents include notification about the grievance procedure:

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Student handbooks
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Parent handbooks
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Registration/course description handbooks
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Employee handbooks
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Coaches handbooks
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	District website
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Employment applications

**Comments:**

**Issues:**

Title IX (Gender Equity) and Section 504/ADA (Disability Equity) legislation require a grievance procedure for processing complaints of discrimination and harassment. Iowa's affirmative action rules require an employee grievance procedure for complaints of discrimination and harassment on the basis of gender, disability, national origin, race, color, creed, religion, and age. The master contract grievance procedure may serve as the civil rights grievance procedure for employees, if there is a nondiscrimination clause in the contract and if there is a statement in the staff handbook or some other communication notifying employees that this is the case. There must be another civil rights grievance procedure for students and parents (and employees if the master contract does not include a non-discrimination clause.) The local school board must formally adopt the grievance procedure and it should be found in the district's board policy manual. Documentation of grievances that have been filed and processed should be available.

The law requires that the agency use effective methods to inform parents, employees, students, and applicants for employment, as well as private businesses and industries involved in work-site based education programs of the grievance procedure and how it can be accessed. This is to be done on an annual and on-going basis. All annual and general publications distributed by the agency, employment application forms as well as the district's website are to contain the notification of nondiscrimination, the identity and phone number/e-mail address of the equity coordinator, and notification about the grievance procedure. Ideally grievance forms will be available in each attendance center and on the website. Interviews with students and employees are good indicators of whether there is general awareness of the grievance procedure.

## The Educational Program

The following sub-sections address equity issues as they relate to the educational program. School improvement strategies that include curriculum decisions, use of advisory councils, use of assessment programs, discipline and rules, and media services are reviewed to ensure compliance with equity components of Chapter 12 of the accreditation standards and the implications of other federal and state law. The educational program must address the issues of equity and multicultural, gender fair approaches to the educational program if all learners are to achieve at their highest capacity.

### EQUITY IN THE SCHOOL IMPROVEMENT PROCESS

1. Multicultural education goals are incorporated into the Comprehensive School Improvement Plan (CSIP)

\_\_\_\_\_ Yes \_\_\_\_\_ No

Note: IAC Chapter 12.5(8) a. "Multicultural approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities shall be included in the program".

2. Gender Fair education goals are incorporated into the Comprehensive School Improvement Plan (CSIP)

\_\_\_\_\_ Yes \_\_\_\_\_ No

Note: IAC Chapter 12.5 (8) b "Gender fair approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and shall provide equal opportunity to both sexes".

3. A new teacher would understand how MCGF concepts are infused in the curriculum and their responsibilities for implementing MCGF approaches in the classroom.

\_\_\_\_\_ Yes \_\_\_\_\_ No

4. The membership of the school improvement advisory committee reflects

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Gender balance
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Racial/ethnic diversity (especially for those populations reflected in the student population)
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Persons with disabilities

5. ☐ Yes ☐ No If community surveys or focus groups are part of the district's needs assessment process, care is taken to ensure that the sample of clients targeted reflects the demographics of the school district's student population.

6. The professional development activities of the district that are incorporated into the school improvement plan include activities that:

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Prepare all employees to work effectively with diverse learners.
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Prepare all employees to implement multicultural, gender fair approaches to the educational program.

7. The district annually collects and reviews disaggregated, school, program, and course enrollment data and uses that data to direct its affirmative efforts to integrate students and reduce achievement gaps.

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Gender
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Disability
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Racial/Ethnic Background

8. The district collects and reviews disaggregated achievement data of all fourth, eighth, and eleventh grade students in reading, math, and science.

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Gender
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Disability
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Racial/Ethnic Background
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Socioeconomic Status
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	English Language Learner Status

9. ☐ Yes ☐ No The district reviews and uses disaggregated educational data including disaggregated achievement and course enrollment data as it makes decisions related to instruction, curriculum, and student support services.

10. The district publicly reports disaggregated achievement data of all fourth, eighth, and eleventh grade students on the basis of.

☐ Yes ☐ No Gender  
☐ Yes ☐ No Disability  
☐ Yes ☐ No Racial/Ethnic Background  
☐ Yes ☐ No Socioeconomic Status  
☐ Yes ☐ No English Language Learner Status

If not, why?

#### State Indicators:

11. ☐ Yes ☐ No The district collects and monitors disaggregated data on students considered as dropouts for grades 7-12.

12. The district collects disaggregated data to answer the following questions:

☐ Yes ☐ No How many high school seniors intend to pursue postsecondary education and training?  
☐ Yes ☐ No How many students score or achieve a status on a measure indicating probably postsecondary success?  
☐ Yes ☐ No How many of your high school graduates complete a core program of four years of English/language arts, three or more years each of mathematics, science, and social studies?  
☐ Yes ☐ No How many of your high school graduates are successfully employed immediately following graduation?

Comments:



## Issues:

Chapter 12 requires school districts to have a board adopted comprehensive school improvement plan that incorporates multicultural, gender-fair goals. The School Improvement Advisory Committee is to reflect the diversity of the district. Staff development components are to include staff development activities that prepare staff to work with diverse learners and to implement a multicultural, gender-fair education program. Enrollment patterns are to be collected and reviewed on the basis of gender, racial/ethnic background and disability. Achievement results in math, reading, and science are to be collected and reported in a disaggregated fashion by gender, race/ethnicity, disability, English language learner status, and socio-economic status. Ideally data for all the state indicators could be collected and analyzed in a disaggregated manner as well. Data based decision making must consider the impact of programmatic decisions on all students and clients within the school district.

## CURRICULUM DEVELOPMENT

1. The district has a policy and plan outlining the procedure for developing, implementing, and evaluating the total curriculum.

\_\_\_\_\_ Yes \_\_\_\_\_ No Policy # \_\_\_\_\_  
\_\_\_\_\_ Yes \_\_\_\_\_ No Plan

2. The school board has adopted a board policy committing the district to the implementation of a multicultural, gender fair educational program.

\_\_\_\_\_ Yes \_\_\_\_\_ No Board Policy # \_\_\_\_\_

3. The policy and/or written guidelines for the selection and adoption of instructional materials and textbooks include equity concerns related to:

\_\_\_\_\_ Yes \_\_\_\_\_ No Gender  
\_\_\_\_\_ Yes \_\_\_\_\_ No Race/ethnicity  
\_\_\_\_\_ Yes \_\_\_\_\_ No National origin (English language learners)  
\_\_\_\_\_ Yes \_\_\_\_\_ No Persons with disabilities

4. K-12 content standards and benchmarks exist for:

\_\_\_\_\_ Yes \_\_\_\_\_ No Reading (Language Arts)  
\_\_\_\_\_ Yes \_\_\_\_\_ No Math  
\_\_\_\_\_ Yes \_\_\_\_\_ No Science  
\_\_\_\_\_ Yes \_\_\_\_\_ No Career and Technical Education programs  
\_\_\_\_\_ Yes \_\_\_\_\_ No Other areas

5. The standards, benchmarks and curriculum content reflect multicultural gender fair approaches and are consistent with the multicultural, gender fair goals in the comprehensive school improvement plan.

\_\_\_\_\_ Yes \_\_\_\_\_ No

6. Multiple assessment strategies are used and efforts to avoid bias in assessment are spelled out.

\_\_\_\_\_ Yes \_\_\_\_\_ No

Comments:

Issues:

Iowa school standards for accreditation require each district to have a policy outlining the procedure for developing, implementing, and evaluating its total curriculum. Each area must have the following components in writing:

1. Standards for what students should know, be like, and be able to do
2. Benchmarks for determining if the standards are being met
3. Recommended instructional materials
4. Multiple forms of assessment

When interviewing Curriculum Directors and administrators about the integration of MCGF concepts, it will be necessary to discuss the components listed above. It is important to review any written guidelines for adoption of instructional materials to see if equity criteria are included in a meaningful way.

## ASSESSMENT

1. The school board has adopted a policy on testing and the use of tests in the district.

\_\_\_\_\_ Yes \_\_\_\_\_ No    Policy # \_\_\_\_\_

2. Students with disabilities and English language learners participate in the district's achievement testing program.

\_\_\_\_\_ Yes \_\_\_\_\_ No    Students with disabilities  
If yes what percentage take the tests \_\_\_\_\_  
\_\_\_\_\_ Yes \_\_\_\_\_ No    English language learners  
If yes, what percentage take the tests \_\_\_\_\_

3. \_\_\_\_\_ Yes \_\_\_\_\_ No    Students with disabilities are given an alternate assessment only if their IEP requires it.

\_\_\_\_\_ Percent of students with disabilities who took the alternate assessment

\_\_\_\_\_ Percent of English language learners who took the alternate assessment

6. \_\_\_\_\_ Yes \_\_\_\_\_ No    Test scores are reviewed with all students.

7. \_\_\_\_\_ Yes \_\_\_\_\_ No    The internal review of disaggregated achievement data is conducted even when the numbers in the groups may be less than ten.

8. Achievement scores indicate that there are equitable achievement levels for: (See Data Manual)

\_\_\_\_\_ Yes \_\_\_\_\_ No    Male and Female students  
\_\_\_\_\_ Yes \_\_\_\_\_ No    Students from diverse Racial/Ethnic groups  
\_\_\_\_\_ Yes \_\_\_\_\_ No    English language learners and English speaking students  
\_\_\_\_\_ Yes \_\_\_\_\_ No    Students eligible for free and reduced lunches and students ineligible for free and reduced lunches  
\_\_\_\_\_ Yes \_\_\_\_\_ No    Students with IEPs and students without IEPs

7. Where there is a disparity in achievement levels, the district has developed the following intervention strategies to narrow achievement gaps:

8. Special education students and other students with disabilities, as well as English Language Learners, are given the appropriate accommodations when taking standardized tests.

\_\_\_\_\_ Yes \_\_\_\_\_ No    Students with disabilities    If yes, list some examples

\_\_\_\_\_ Yes \_\_\_\_\_ No    English language learners    If yes, list some examples

9. \_\_\_\_\_ Yes \_\_\_\_\_ No    The English language acquisition of English language learners is assessed on an annual basis.

10. \_\_\_\_\_ Yes \_\_\_\_\_ No    All English language learners who have been in the District for three full years or more take the district's assessments in English

Comments:

Issues:

Achievement testing is required for all students. Students with disabilities are to be included utilizing appropriate accommodations. The number of students who may not be a part of the district achievement testing because it is inappropriate should be very small and the alternate assessment being used must be reflected in the IEP. Achievement test data must be disaggregated by gender, race/national origin and by disability.

## ADVISORY COUNCILS/COMMITTEES

1. \_\_\_\_\_ Yes \_\_\_\_\_ No    The school board has adopted a policy governing the use of advisory committees in the district  
Policy # \_\_\_\_\_
2. \_\_\_\_\_ Yes \_\_\_\_\_ No    This policy requires gender balance and the inclusion of persons from diverse racial/ethnic groups and persons with disabilities on committees.

### School Improvement Advisory Committee

3. The district has an active School Improvement Advisory Committee
- |                    |  |
|--------------------|--|
| _____ Yes _____ No | A list of the committee members was available for review.  |
| _____ Yes _____ No | There is gender balance on the committee.  |
| _____ Yes _____ No | Diverse racial/ethnic groups represented in the student population are represented on the committee. |
| _____ Yes _____ No | Persons with disabilities are represented on the committee.  |
| _____ Yes _____ No | Meeting agendas are on file.   |
| _____ Yes _____ No | Minutes for past meetings are on file.   |
| _____ Yes _____ No | The committee meets at least twice each year.  |

Comments:

## Career & Technical Council and Advisory Committees (or subcommittee of SIAC)

4. The district has an active career & technical advisory council or active advisory committees for each of their career and technical programs.

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Career and technical advisory council
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Career and technical advisory committees
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Both a council and individual program committees
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	A list of the council and/or committee members was available for review.
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	There is gender balance on the council and on each of the committees.
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	If no, which committees/council lacked such balance?
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Persons from diverse racial/ethnic groups are represented on the council/committees.
				If no, which committees/councils lack such diversity?
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Persons with disabilities are represented on the committees/council.
				If no, which committees/council lacked this representation?
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Meeting agendas are on file.
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Minutes for past meetings are on file.
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	The committees/council meets at least twice each year.

Comments:

**EEO/AA/Equity Committee (separate committee or sub-group of SI Advisory Committee<sup>1</sup>)**

5. The district has an active Equity Committee.

_____	Yes	_____	No	A list of the committee members was available for review.
_____	Yes	_____	No	There is gender balance on the committee.
_____	Yes	_____	No	Persons from diverse racial/ethnic groups are represented on committee.
_____	Yes	_____	No	Persons with disabilities are represented on the committee.
_____	Yes	_____	No	Meeting agendas are on file.
_____	Yes	_____	No	Minutes for past meetings are on file.
_____	Yes	_____	No	The committee meets at least twice each year.

Comments:

**Issues:**

On Educational Equity Reviews, team members examine the makeup and activities of advisory councils/committees established by the district. Emphasis is to be placed on the School Improvement Advisory Committee, career and technical advisory committees and the Equity Committee (if an equity committee exists). Advisory committees established by educational agencies should represent as broad a spectrum of the community as possible. Federal and state legislation and administrative rules require that agencies have gender balance and representation from diverse groups on their career and technical councils/committees. It is possible for all committees to have a fair balance of males and females. This does not require a 50-50 balance, but a fair balance does not stray significantly away from that. Where one or more minority students are enrolled in the program or if there are significant numbers of minority adults in the area, good faith efforts must be made to recruit representatives from those groups on the committees or councils. Career and technical law does not require representation of persons with disabilities on committees, but it is encouraged.

Research shows that active, effective advisory committees have well-planned agendas, and they keep minutes of past meetings on file. To be considered minimally active, a committee ought to meet at least two times a year. Ideally, committees should meet at least quarterly. Please investigate the extent of the committee's activities by interviewing the committee members, and checking for committee awareness of equity issues, committee activities, agendas or minutes of committee meetings.

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<sup>1</sup> The district is not required to have a separate Equity Committee. However, many districts chose to continue the Equity Committee and should be recorded if the committee is functioning.



## CO-CURRICULAR & EXTRA-CURRICULAR ACTIVITIES

1. \_\_\_\_\_ Yes \_\_\_\_\_ No The district provided the Educational Equity Review Team with data on student involvement in extra- curricular activities by race/ethnicity, gender and disability. (Reference equity data provided by the equity team leader)

2. \_\_\_\_\_ Yes \_\_\_\_\_ No Students are equitably involved in Career and Technical Student Organizations (CTSO) regardless of their gender, race, national origin, or disability. (Reference equity data provided by the equity team leader)

If no, please list the CTSO and the area of the inequity (gender, race, national origin, or disability)

3. \_\_\_\_\_ Yes \_\_\_\_\_ No Where trends show inequitable participation on the basis of gender, race, national origin or disability the administration has initiated a review of the policies and practices of the activities programs to insure that they do not contribute to the inequities.

4. \_\_\_\_\_ Yes \_\_\_\_\_ No Information about these activities have been targeted at groups of students that have not traditionally been as involved.

5. \_\_\_\_\_ Yes \_\_\_\_\_ No Students are equitably involved in extra-curricular activities regardless of their gender, race, national origin, or disability. (Reference equity data provided by the equity team leader)

If no, please list the activity and the area of the inequity (gender, race, national origin, and disability)

6. \_\_\_\_\_ Yes \_\_\_\_\_ No    There are equitable offerings for both males and females in athletics.

Number of Middle School Options:

\_\_\_\_\_ Male

\_\_\_\_\_ Female

Please List

Please List

Number of High School Options:

\_\_\_\_\_ Male

\_\_\_\_\_ Female

Please List

Please List

\_\_\_\_\_ The percentage of male students participating in interscholastic athletics

\_\_\_\_\_ The percentage of female students participating in interscholastic athletics

7. \_\_\_\_\_ Yes \_\_\_\_\_ No    School mascots and team names reinforce stereotypes on the basis of race, national origin, ethnicity, gender, or disability.

If yes, please explain:

8. \_\_\_\_\_ Yes \_\_\_\_\_ No    Student handbooks notify all students of the extracurricular activities provided in the district, the activity coordinator, and how students may be involved.

If no, how are students notified?

9. Total number of head coaches \_\_\_\_\_

\_\_\_\_\_ Male      \_\_\_\_\_ Female

\_\_\_\_\_ African American (Black)  
\_\_\_\_\_ Hispanic American  
\_\_\_\_\_ Asian American  
\_\_\_\_\_ American Indian  
\_\_\_\_\_ European American (White)

**Comments:**

**Issues:**

Integration of students on the basis of gender, race, national origin and disability in extracurricular activities is a good indicator that a school district has achieved an inclusive culture. Involvement in such programs often is an indicator of status and acceptance in the academic community. For this reason, it is necessary to examine involvement of minority students, both males and females, and students with disabilities in these offerings.

Title IX, Title VI, and Section 504 of the Vocational Rehabilitation Act all require equitable access to and treatment in extra-curricular as well as curricular activities. Participation in these programs is to be reviewed, and issues related to participation are to be discussed in interviews. When segregation is occurring in these activities, review the policies and practices of the district to see if they may be a causal factor. Districts are responsible for targeting information about these programs at groups of students who have not been traditionally involved.

Both state and federal laws require equitable opportunity to participate in interscholastic athletics. This requires an equal number of options for both men and women in athletic competition at both the junior and senior high school level. If the number of options is unequal, the district must be able to satisfy at least one part of the following three-part test:

1. The percentage of male and female students involved in interscholastic athletics is proportional to the percentage of male and female students enrolled in the school.
2. Where the members of one sex have been and are underrepresented, the district can show that it offers equitable options to compete to both males and females or is in the process of expanding the options to compete for the underrepresented sex.
3. Where the members of one sex are underrepresented and the institution cannot show a history and continuing practice of program expansion, as described above, the district has assessed needs and surveyed parents and students and can demonstrate that the interests and abilities of both sexes have been fully and effectively accommodated by the present program.

Extracurricular activities are a part of the MCGF requirement found in the school standards. Therefore, these activities should reduce stereotyping and bias rather than promote it. For this reason, mascots and team names become an important and very visible means of assessing the MCGF approach used by the district.

## DISCIPLINE AND RULES

1. \_\_\_\_\_ Yes \_\_\_\_\_ No The school board has adopted set of policies covering student responsibilities and discipline.

Policy # \_\_\_\_\_

2. \_\_\_\_\_ Yes \_\_\_\_\_ No Parents, students, instructional and non-instructional staff and community representatives are involved in the development and revision of the discipline policy.

3. \_\_\_\_\_ Yes \_\_\_\_\_ No All rules of behavior along with the penalties for violating them are communicated clearly to students and their parents.

\_\_\_\_\_ Yes \_\_\_\_\_ No If yes, briefly describe how this is done.

4. \_\_\_\_\_ Yes \_\_\_\_\_ No The policies ensure due process rights for students and parents, including consideration for students who have been identified as requiring special education programs and services.

5. \_\_\_\_\_ Yes \_\_\_\_\_ No The board has considered the potential, disparate impact of the policies on students because of race, national origin, gender, disability, religion, creed, or socioeconomic status.

6. The demographics of the students suspended and expelled from the school district reflect those of the total student population in terms of race, national origin, gender and disability (reference equity data provided by the equity team leader).

\_\_\_\_\_ Yes \_\_\_\_\_ No Racial/Ethnic Background

\_\_\_\_\_ Yes \_\_\_\_\_ No Gender

\_\_\_\_\_ Yes \_\_\_\_\_ No Disability

\_\_\_\_\_ Yes \_\_\_\_\_ No If the answer is "No" the administration has initiated a review of disciplinary policies and practices to insure that they are not contributing to the disparity.

7. ☐ Yes ☐ No If a dress code exists, equitable standards are set for both males and females.

8. The discipline policy visibly includes the following:

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Racial/ethnic harassment and bullying
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Sexual harassment and sexual name calling
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Harassment and bullying of students with disabilities
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Harassment and bullying of students because of their religion
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Harassment and bullying of students because of their true or perceived sexual orientation
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Hazing (athletics and student organizations)

9. There is clear communication of the harassment, bullying and hazing policy in place.

<input type="checkbox"/>	Student handbooks
<input type="checkbox"/>	Staff handbooks
<input type="checkbox"/>	Parent handbooks
<input type="checkbox"/>	Coaches handbooks
<input type="checkbox"/>	The district website

10. Staff has received training on how to deal with harassment of students on the basis of:

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Race
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	National Origin
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Gender
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Disability
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Age
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Sexual Orientation
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Religion

11. ☐ Yes ☐ No Administrative staff has received training on the district's grievance procedure and strategies for investigating complaints of harassment from staff and students.

12. There are curriculum objectives, content and activities related to stereotyping, prejudice, discrimination and harassment at the:

\_\_\_\_\_ Elementary School Level  
\_\_\_\_\_ Middle School/Junior High School Level  
\_\_\_\_\_ High School Level

**Comments:**

**Issues:**

The law requires that the rules be equitable for all students and that they be applied consistently to all groups. Punishments for violating rules are to be generally consistent for all students. Dress codes do not have to be the same for both males and females, but they must set equitable standards for both genders. If expulsion and suspension rates are significantly higher for one group, the district should review the policies and practices of the district to ensure that they are being applied equitably and that they are culturally sensitive.

Due to hate and bias related laws and crimes in Iowa, it is important that discipline policies in student/staff handbooks make it clear that harassment of students because of gender, race, national origin, disability, religion, age, or sexual orientation will not be tolerated. School district staff may need training on how to deal with this sensitive issue.

## MEDIA CENTER SERVICES

1. \_\_\_\_\_ Yes \_\_\_\_\_ No The school board has adopted a selection policy for the purchase and reconsideration of library materials that reinforce and support multicultural, nonsexist approaches to the entire curriculum.
2. \_\_\_\_\_ Yes \_\_\_\_\_ No The district has a policy and process for weeding outdated materials.
3. \_\_\_\_\_ Yes \_\_\_\_\_ No Bulletin boards and displays in the media center are multicultural and nonsexist in nature.
4. \_\_\_\_\_ Yes \_\_\_\_\_ No The professional resource collection includes resources on MCGF education and equity related topics.
5. \_\_\_\_\_ Yes \_\_\_\_\_ No Media center staff have created lists or bibliographies of MCGF resource materials that are found in the library and available to staff and students.
6. \_\_\_\_\_ Yes \_\_\_\_\_ No The periodical collection includes periodicals that target diverse racial/ethnic groups.  
  
Examples:
7. \_\_\_\_\_ Yes \_\_\_\_\_ No Student library aides include both males and females and reflect the cultural diversity of the student population.

### Comments:

### Issues:

The media center program and staff can play a major support role for instruction that is multicultural, and gender-fair by providing staff and students with resources by and about diverse racial/ethnic groups, both men and women and persons with disabilities.



## Access Issues

The following sections deal with access and integration issues. All of the federal legislation and much of the state equity legislation speak to the need for true access that includes support to be successful when access is achieved. These sections deal with specific student populations that have historically been denied equal access and then equitable opportunities to be successful.

The first subsection is concerned with integration of students in buildings and instructional programs. Gender typed classes/programs, racial isolation or disability isolation do not constitute a violation of law in and of itself. However, when these conditions exist, the district is required to do a review of its policies and practices to ensure that they are not contributing to the isolation or segregation. In addition, affirmative steps must be taken to recruit students into the course, program or activity.

**Physical Education** and **Workplace Learning Programs** are given separate subsection because of the issues raised in Title IX and Section 504. **Recruitment and Enrollment Practices** and **Guidance and Counseling** are areas where affirmative steps are documented. **Access to Educational Programs** focuses on physical accessibility issues. The rest of the subsections involve particular populations and the services that are available to those populations.

## SEGREGATION/INTEGRATION OF STUDENTS

1. There is a policy and practice of annually reviewing enrollment data on the basis of race, national origin, gender, and disability to monitor integration of students in.

☐ Yes ☐ No Buildings  
☐ Yes ☐ No Programs  
☐ Yes ☐ No Courses  
☐ Yes ☐ No Extra-curricular activities  
☐ Yes ☐ No Open enrollment (Into & out of district)  
☐ Yes ☐ No Voluntary transfer (Within district)

2. ☐ Yes ☐ No The above data was available at the time of the Educational Equity Review (Reference equity data provided by the equity team leader)

3. ☐ Yes ☐ No All the attendance centers in the district have minority student enrollments within twenty percentage points of the district's minority student percentage. (Reference equity data provided by the equity team leader)

If no, please list the names of the attendance centers that are racially isolated.

4. ☐ Yes ☐ No If the district maintains racially isolated attendance centers, the school board has adopted a desegregation plan or is implementing affirmative steps to integrate attendance centers.

☐ Yes ☐ No If yes, please attach a copy of the plan or describe the affirmative steps being taken. If no, indicate where the district is in the process of addressing this issue.

5. ☐ Yes ☐ No External open enrollment is having an impact on racial integration in the district's attendance centers (See Data Manual)

If yes, how?

6. \_\_\_\_\_ Yes \_\_\_\_\_ No Voluntary transfer within the district is having an impact on racial integration in the district's attendance centers. (See Data manual)

If yes, how?

7. \_\_\_\_\_ Yes \_\_\_\_\_ No If the district is denying open enrollment requests on the grounds that they undermine desegregation plans, the board has a policy outlining the criteria for such denials.

8. \_\_\_\_\_ Yes \_\_\_\_\_ No The district maintains an attendance center(s) that enrolls only students with disabilities. (Reference equity data provided by the equity team leader)

If yes, please identify the attendance center(s)

9. The following courses in the program areas listed below are segregated (by definition) on the basis of gender, race, national origin, and/or disability: (Please see Data Manual and the Issues at the end of this section \*\*\*\* List only the courses with segregated, by definition, enrollments \*\*\*\* )

Gender	Race	National Origin	Disability
--------	------	--------------------	------------

Agricultural Education

Health Occupations Education

Industrial Technology

National

	Gender	Race	Origin	Disability
Business Education				

Marketing Education				
---------------------	--	--	--	--

Family & Consumer Science and/or Home Economics Related Occupations				
---	--	--	--	--

Computer Education(Courses not listed above)				
---	--	--	--	--

Physical Education (By Section or Class)				
---	--	--	--	--

Mathematics:				
--------------	--	--	--	--

Science:				
----------	--	--	--	--

Music:				
--------	--	--	--	--

National

Gender                      Race                      Origin                      Disability

Instrumental Music

Vocal Music

Foreign Language:

Advanced Placement Courses:

11. Where segregation exists, the program policies, practices and curriculum have been periodically reviewed and revised to ensure that they do not contribute to this segregation.

_____	Yes	_____	No	Gender
_____	Yes	_____	No	Race
_____	Yes	_____	No	National origin
_____	Yes	_____	No	Persons with disabilities

Briefly summarize the review process:

12. In programs where segregation (by definition) exists, positive steps have been taken to

encourage enrollment by students who have not traditionally been involved.

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Gender
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Race
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	National origin
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Persons with disabilities

Briefly describe the steps taken:

13. ☐ Yes ☐ No Where classes were coeducational, did you observe grouping on the basis of gender within classes in any program area?

If yes, where?

**Comments:**

**Issues:**

All programs and classes must be open to all students regardless of gender, race, national origin or disability. Practices, which result in the grouping of students by race, national origin, gender, or disability within classes, are also illegal. For the purposes of these reviews, segregation is defined as the following:

**Gender:** When more than 80% of the enrollment in a class, program or activity is male or female.

**Race:** When the percentage of minority students in a course or program varies by more than ten percentage points from the percentage of minority students in the school or the district, or when no minority students are represented in a course or program when the building or district's minority enrollment is 5% or less.

**National origin/Language:** same as for race

**Disability:** same as for race

If a group of students is involved predominantly in one or two career and technical programs when there are four or five offered, it would be appropriate to check to see if any tracking of students is being done. Students with disabilities are to be served in the least restrictive way possible. Program modifications are to be made to allow the involvement of limited English proficiency students as well.

If programs and policies have been reviewed, there should be evidence that teachers, counselors, and administrators are aware of the enrollment trends, have reviewed practices in the following domains in the areas where the isolation is occurring: the environment, the curriculum, extra-curricular activities, behavior management, administrative oversight, and employment practices. The intent of the review is to ensure that there are no policies or practices that are contributing to the gender typing or isolation by race/ethnicity or disability. It is also to ensure that proactive steps to recruit students who have not been involved are in place.

## PHYSICAL EDUCATION

1. \_\_\_\_\_ Yes \_\_\_\_\_ No Both males and females are represented on the PE staff.  
\_\_\_\_\_ Males \_\_\_\_\_ Females
2. \_\_\_\_\_ Yes \_\_\_\_\_ No Participation in all activities that makes up the PE program is open to both genders. (Reference equity data provided by the equity team leader)
3. \_\_\_\_\_ Yes \_\_\_\_\_ No All units/sections of PE are integrated on the basis of gender. (Reference equity data provided by the equity team leader)  
  
If not, what units are gender-typed?
4. \_\_\_\_\_ Yes \_\_\_\_\_ No Special education and other students with disabilities are included in the PE programs. (Reference equity data provided by the equity team leader)
5. \_\_\_\_\_ Yes \_\_\_\_\_ No Special education students and other students with disabilities are integrated with the general student population during physical education classes. (Reference equity data provided by the equity team leader)
6. \_\_\_\_\_ Yes \_\_\_\_\_ No Curriculum has been reviewed to ensure that there is not an overemphasis on contact activities that may lead to extensive gender segregation within PE classes.
7. \_\_\_\_\_ Yes \_\_\_\_\_ No The emphasis of the PE program is on lifetime recreational health and conditioning skills.
9. \_\_\_\_\_ Yes \_\_\_\_\_ No The gender segregation that may occur during activities within PE units is limited to those activities whose primary purpose is physical contact or legitimate educational ability grouping.



10. \_\_\_\_ Yes \_\_\_\_ No During contact activities, gender segregation is limited only to the periods of actual participation and not extended to periods of instruction on rules and theory.
11. \_\_\_\_ Yes \_\_\_\_ No Locker room facilities are equitable for both men and women.
12. \_\_\_\_ Yes \_\_\_\_ No Equipment, which may have traditionally been located in the locker room of one gender, such as weight training machines, hair dryers and whirlpools, has been duplicated in the other locker room or moved to a place where all students can have access to them.
13. \_\_\_\_ Yes \_\_\_\_ No Male and female instructors have equitable access to all facilities, equipment and information from the administration and the head of the PE program.

**Comments:**

**Issues:**

Because of the special impact that Title IX and other gender equity legislation has had on physical education programs, we are including a special section in this guide for PE. Under Title IX, all physical education classes are to be gender integrated and the curriculum offerings are to be the same for both males and females.

No activities should be for "boys" or "girls" only. Grouping by gender may be used within units of PE but only when students are actually participating in activities, the prime purpose of which is physical contact. The Title IX rules indicate those activities that are considered "contact." Ability grouping can be done but only when criteria for ability are clearly defined and applied to individual students. Locker room facilities for men and women must be equitable. Staff assignments are not to be made on the basis of gender.

## ENROLLMENT PRACTICES

1. ☐ Yes ☐ No     Accurate and up-to-date course descriptions exist.
- ☐ Yes ☐ No     Course descriptions are available to prospective students, including limited English speaking students and students with disabilities, prior to and during registration.
2. Course descriptions clearly include:
- ☐ Yes ☐ No     The knowledge and skills to be learned and mastered
- ☐ Yes ☐ No     How the knowledge and skills are related to potential careers or life enrichment
3. ☐ Yes ☐ No     There is language in course and program descriptions that encourages enrollment by groups of students that may have been historically underrepresented.
4. ☐ Yes ☐ No     Scheduling structure and practices provide equitable access to all educational programs and courses to:
- ☐ Yes ☐ No     Males and females.
- ☐ Yes ☐ No     Diverse racial/ethnic groups.
- ☐ Yes ☐ No     Persons with disabilities.
- ☐ Yes ☐ No     English language learners
5. ☐ Yes ☐ No     There is evidence of tracking or ability grouping as opposed to heterogeneous grouping of students (reference equity data provided by the equity team leader). If yes, please list program areas where this tracking or ability grouping is occurring.

6. \_\_\_\_ Yes \_\_\_\_ No There is evidence that tracking or ability grouping is resulting in the isolation or the segregation of students on the basis of (Reference equity data provided by the equity team leader):

\_\_\_\_ race  
\_\_\_\_ national origin (language)  
\_\_\_\_ gender  
\_\_\_\_ disability  
\_\_\_\_ socioeconomic status  
\_\_\_\_ English language learner status

7. \_\_\_\_ Yes \_\_\_\_ No Is the district documenting achievement of students to ensure that any ability grouping is benefiting all groups of students?

8. \_\_\_\_ Yes \_\_\_\_ No Course schedules are free of prerequisites that appear to unnecessarily serve as barriers to student enrollment:

9. \_\_\_\_ Yes \_\_\_\_ No If the answer to #1 is "No" the prerequisites in question take the following form:

\_\_\_\_ Yes \_\_\_\_ No Requiring the completion of one course before being able to enroll in a second course when the correlation is questionable.  
\_\_\_\_ Yes \_\_\_\_ No Requiring instructor approval with no objective criteria cited.  
\_\_\_\_ Yes \_\_\_\_ No Requiring a specific Grade Point Average, a specific grade in a prior course or a specific ITBS or ITEDS score.  
\_\_\_\_ Yes \_\_\_\_ No Requiring fees for enrollment not authorized by Iowa law  
\_\_\_\_ Yes \_\_\_\_ No Other: Please describe the prerequisite and its impact

## Comments

**Issues:**

This section will assist the team in their assessment of whether the district has met their obligation when enrollment trends indicate that sub groups within the district are isolated in programs or courses. To review program enrollment policies, it will be necessary to examine registration handbooks, course descriptions, program brochures, course announcements and targeted audiences. Activities by instructors or counselors to ensure that students make informed choices about programs should be reviewed, especially those strategies targeted toward students with disabilities, English language learners, minority students or males and females when gender typed enrollments have been the pattern. Language, illustrations, content or course titles, which imply that courses or programs are targeted at a particular group, or which are not inclusive of all groups, are to be viewed with skepticism. Affirmative targeting should be toward groups that have been traditionally under-represented in the program.

Class schedules should be reviewed to see if they limit access of certain groups of students (minority, English language learners, special education, males or females) to various career and technical programs or other course offerings. Course objectives should reflect multicultural and gender fair instructional approaches.

Where enrollment criteria have a disparate impact on one gender, a racial group, or persons with disabilities, it is important to show that the criteria used are directly related to success in the program. In reviewing this issue, look at prerequisites for getting into a program, both academic and experiential, as well as any numerical quotas or goals other than those established for affirmative action purposes. Other issues that might surface are:

- required hair length in a meat cutter course.
- strength tests in piano tuning course.
- records of disciplinary infractions.
- standardized tests.
- language ability criteria.
- unwritten requirements.
- unauthorized or excessive material and laboratory fees.
- lack of support services for students with disabilities.
- lack of support services for English language learners.

## GUIDANCE AND COUNSELING

1. ☐ Yes ☐ No The district has a K-12 guidance and counseling program.
- ☐ Yes ☐ No Elementary  
☐ Yes ☐ No Middle School  
☐ Yes ☐ No High School
2. The program includes the following components:
- ☐ Yes ☐ No Personal planning & development  
☐ Yes ☐ No Educational & academic planning and development  
☐ Yes ☐ No Career planning & development
3. ☐ Yes ☐ No A written description of the program is available.
4. ☐ Yes ☐ No The guidance program helps to prepare students for living and working in a diverse society. Please explain your response:
5. ☐ Yes ☐ No Guidance staff periodically reviews program enrollment, course enrollments and involvement in extracurricular activities on the basis of (reference equity data provided by the equity team leader):
- ☐ Yes ☐ No Race  
☐ Yes ☐ No Gender  
☐ Yes ☐ No Disability  
☐ Yes ☐ No National Origin (Limited English Proficiency)  
☐ Yes ☐ No Socio-economic status

6. \_\_\_\_\_ Yes \_\_\_\_\_ No Where segregation occurs in classes on the basis of race, national origin, gender or disability, a review of counseling practices has been implemented (reference equity data provided by the equity team leader).

\_\_\_\_\_ Yes \_\_\_\_\_ No Gender  
\_\_\_\_\_ Yes \_\_\_\_\_ No Race  
\_\_\_\_\_ Yes \_\_\_\_\_ No LEP (Limited English Proficiency)  
\_\_\_\_\_ Yes \_\_\_\_\_ No Disability  
\_\_\_\_\_ Yes \_\_\_\_\_ No Socio-economic status

Briefly describe this review:

8. \_\_\_\_\_ Yes \_\_\_\_\_ No Where segregation occurs in programs, steps have been taken by the counselor to target information to students from previously uninvolved groups (reference equity data provided by the equity team leader).

\_\_\_\_\_ Yes \_\_\_\_\_ No Gender  
\_\_\_\_\_ Yes \_\_\_\_\_ No Race  
\_\_\_\_\_ Yes \_\_\_\_\_ No LEP  
\_\_\_\_\_ Yes \_\_\_\_\_ No Disability  
\_\_\_\_\_ Yes \_\_\_\_\_ No Socio-economic status

Briefly describe these steps:

9. \_\_\_\_\_ Yes \_\_\_\_\_ No All students have equitable access to counseling services.

\_\_\_\_\_ Yes \_\_\_\_\_ No Gender  
\_\_\_\_\_ Yes \_\_\_\_\_ No Race  
\_\_\_\_\_ Yes \_\_\_\_\_ No Disability  
\_\_\_\_\_ Yes \_\_\_\_\_ No National origin  
\_\_\_\_\_ Yes \_\_\_\_\_ No Socio-economic status

10. \_\_\_\_\_ Yes \_\_\_\_\_ No Adequate records are kept to determine whether all students are being served.

11. \_\_\_\_\_ Yes \_\_\_\_\_ No As a part of its on-going needs assessment the school district does a follow up study of its graduates to determine whether they have been served effectively by their education. Please circle years when follow up is done:

1 year\*      2 year      3 year      4 year      5 year follow up

\_\_\_\_\_ Yes \_\_\_\_\_ No The follow-up data is disaggregated by gender, race/national origin, disability and socio-economic status.

\_\_\_\_\_ Yes \_\_\_\_\_ No Follow up data is reviewed and used to improve the educational program.

## Comments

**Issues:** Counseling brochures, materials, tests and techniques are to be free of stereotyping in language, content, and illustration. Check to see if the counselor keeps any kind of records, which would allow them to identify students who are not using the counseling program. Where gender, race, or disability segregation is occurring, counseling materials and practices need to be reviewed to ensure they are not contributing to this segregation. To keep abreast of this it is necessary for counselors to be reviewing program enrollments, course enrollments, and involvement in extracurricular activities on a periodic basis.

Several of the state indicators require information that can be generated from a follow up study of graduates. Check to see if the information gathered is representative of the school population and that the data is disaggregated. Also check to see how the information is used to make decisions that impact the comprehensive school improvement efforts.

## PHYSICAL ACCESS TO EDUCATIONAL PROGRAMS

1. \_\_\_\_\_ Yes \_\_\_\_\_ No    The district has completed a self-evaluation in regard to accessibility of its programs and facilities and persons with disabilities.

Date of Review \_\_\_\_\_

If, yes, is a summary of that self-evaluation available for review?

\_\_\_\_\_ Yes \_\_\_\_\_ No

2. \_\_\_\_\_ Yes \_\_\_\_\_ No    Does the district operate programs in facilities built prior to 1977 that have not had major renovations since 1977?    If yes list the buildings:
3. \_\_\_\_\_ Yes \_\_\_\_\_ No    Are there architectural barriers in this/these building(s)? If yes list the building(s)
4. \_\_\_\_\_ Yes \_\_\_\_\_ No    There is a transitional plan, which describes how the programws and services in these buildings or areas of these buildings that are inaccessible are made available to students, staff, parents, and community members with disabilities?
5. \_\_\_\_\_ Yes \_\_\_\_\_ No    Does the district operate programs or activities in buildings that have been built or which have had major renovations since 1977? Please list the buildings:
6. \_\_\_\_\_ Yes \_\_\_\_\_ No    Do accessibility problems exist with these buildings? If yes, briefly describe the access issues and in which building they exist



7. ☐ Yes ☐ No The following are accessible to and usable by persons with disabilities:

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Central administrative offices
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	School board meeting room
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	High school attendance center(s)
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Middle school/JHS attendance center(s)
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Elementary attendance center(s)
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Gymnasiums and auditoriums
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Restrooms
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Media center(s)
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Cafeteria(s)
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Computer Lab(s)
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	ICN Room
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Parking access to accessible exterior door
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Signage
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Website

6. ☐ Yes ☐ No Diverse racial/cultural groups have equitable access to all instructional programs and facilities including those for career and technical education.

7. ☐ Yes ☐ No Rest-room facilities are provided for both males and females near career and technical instructional areas.

8. ☐ Yes ☐ No Computer labs and classroom computers are equitably dispersed throughout the district.

## Comments

**Issues:**

Districts have a responsibility to ensure equitable access to instructional facilities for all students. In the case of students with a physical disability or mobility impairment, facilities must be such that the student can enter the building or room without assistance from others. Buildings and areas are to be accessible even though there may not be any students or employees who are physically disabled at the present time.

Since all programs and services are to be accessible, the district must think about activities, which are held in the building where patrons (parents, community persons) and employees with mobility impairments would be denied access because of the architectural barriers. All districts have students who are temporarily disabled from time to time, and persons with mobility impairments (i.e., parents) may avoid district programs or services if they are inaccessible.

Section 504 requires program accessibility for all educational programs. However, any building that was built after 1977 or was renovated after that date must meet the required standards of accessibility. It is important for districts to understand that it is their responsibility to see that the architect and contractors are aware of the need to remove architectural barriers to provide access to all stakeholders.

## WORKPLACE LEARNING PROGRAMS

1. The district provides the following workplace-based learning programs:

2. ☐ Yes ☐ No The students enrolled in workplace learning programs reflect the demographics of the school district in terms of (Reference equity data provided by the equity team leader):

☐ Yes ☐ No Gender

☐ Yes ☐ No Race & National Origin

☐ Yes ☐ No Disability

3. ☐ Yes ☐ No There is a written agreement between the school and the training station covering the details of the educational component that occurs in the job setting.

4. ☐ Yes ☐ No This written agreement includes an assurance of nondiscrimination on the basis of gender, race, national origin, and disability.

5. ☐ Yes ☐ No A review of job assignments indicates that males and females are placed in jobs that are both traditional and non-traditional for their gender.

**Comments:**

**Issues:**

A district not only has the responsibility to provide its services in a nondiscriminatory manner, but it also has the responsibility to help ensure that unions, private businesses, etc. Where they have cooperative agreements do not discriminate. To be a partner in that discrimination is illegal. Assignments cannot be made or withheld in such programs simply because of the gender, race, national origin, or disability of the student. It is also illegal to cooperate with a business or agency that requests students on the basis of race or gender or national origin. When a district has agreements, the cooperative agency must indicate that they cannot/will not discriminate, and that they understand the district cannot work with any business/industry that does. It is necessary to review apprenticeship assurance forms, the assignments of students presently in such programs and the placement process to see whether any such patterns exist.

## SERVICES FOR ENGLISH LANGUAGE LEARNERS

1. ☐ Yes ☐ No      There is a process to identify English language learners (ELL) Students whose primary language is one other than English) at the time of registration. Briefly describe the process
  
2. ☐ Yes ☐ No      When ELL students are identified, there is a process to determine the student's English language proficiency in :
 

☐ Yes ☐ No      Speaking  
☐ Yes ☐ No      Listening  
☐ Yes ☐ No      Reading  
☐ Yes ☐ No      Writing
  
3. ☐ Yes ☐ No      When ELL students are identified there is a process to determine their academic skills in relation to their age or grade level. If yes, briefly describe the process.
  
4. ☐ Yes ☐ No      There is a language program to meet the needs of English language learners, if the assessment identifies the need.

If yes, check the program(s) being offered:

A Dual Language program	<input type="checkbox"/>	Transitional Bilingual Education	<input type="checkbox"/>
Special Alternative Instructional Program	<input type="checkbox"/>	Foreign Language Immersion	<input type="checkbox"/>
ESL Pull-Out	<input type="checkbox"/>	ESL Class	<input type="checkbox"/>
The ESL Resource Center	<input type="checkbox"/>	Other? Please specify	<input type="checkbox"/>

If no explain why.

**\*If no language minority students (English language learners) are currently enrolled the team does not have to complete the remainder of this section**

5. ☐ Yes ☐ No      There are identifiable criteria and accompanying assessments for determining when a student is ready to exit the language assistance program. If yes, please identify the exit criteria and provide a copy of the assessment used.

6. \_\_\_\_\_ Yes \_\_\_\_\_ No Has the district established procedures for responding to deficient academic performance of former English language learners?
7. \_\_\_\_\_ Yes \_\_\_\_\_ No There is a method for evaluating the agency's language assistance program. If yes, briefly describe the evaluation method.
8. \_\_\_\_\_ Yes \_\_\_\_\_ No The ESL/Bilingual teacher, if certified after October 1, 1988 holds the appropriate ESL/bilingual endorsement.
9. \_\_\_\_\_ Yes \_\_\_\_\_ No The ESL/bilingual teachers, tutors and school administrators have received training and attend ESL/bilingual regional workshops and the state conference provided by the Department of Education.
10. \_\_\_\_\_ Yes \_\_\_\_\_ No Professional development has been provided for mainstream classroom teachers who have English language learners in their classrooms.
11. \_\_\_\_\_ Yes \_\_\_\_\_ No Steps are taken to ensure that information about all agency programs/service given to students and parents in the primary language of the home. If yes, briefly describe how this is done:
12. \_\_\_\_\_ Yes \_\_\_\_\_ No There is a process to identify students who, in addition to being an English language learner, have disabilities that make a special education assignment appropriate.
13. \_\_\_\_\_ Yes \_\_\_\_\_ No English language learners are served by Title I programs in addition to their language assistance programs when they meet eligibility standards for Title I.
14. \_\_\_\_\_ Yes \_\_\_\_\_ No English language learners are placed with students of an appropriate age.

15. \_\_\_\_\_ Yes \_\_\_\_\_ No New and transfer English language learners are being screened for vision, hearing, speech and general health needs.
16. \_\_\_\_\_ Yes \_\_\_\_\_ No There are English language learners enrolled in career and technical programs:
17. \_\_\_\_\_ Yes \_\_\_\_\_ No Appropriate support systems exist and adaptations are made for English language learners in:
- \_\_\_\_\_ Yes \_\_\_\_\_ No Career and Technical programs
- \_\_\_\_\_ Yes \_\_\_\_\_ No Non-career and technical programs
- \_\_\_\_\_ Yes \_\_\_\_\_ No Extracurricular activities
18. \_\_\_\_\_ Yes \_\_\_\_\_ No The school district receives fiscal assistance for its language program(s) under the state weighting plan for English language learners, or through federal Immigrant or Migrant Education programs. If no, why?
19. \_\_\_\_\_ Yes \_\_\_\_\_ No The school district is part of the AEA Title III Consortia and receives the appropriate services.
20. \_\_\_\_\_ Yes \_\_\_\_\_ No If the district receives state fiscal assistance, it is being used in the following way(s):
- \_\_\_\_\_ Yes \_\_\_\_\_ No Personnel (teachers or tutors)
- \_\_\_\_\_ Yes \_\_\_\_\_ No Texts and materials
- \_\_\_\_\_ Yes \_\_\_\_\_ No Equipment
- \_\_\_\_\_ Yes \_\_\_\_\_ No Staff development
- \_\_\_\_\_ Yes \_\_\_\_\_ No Co-curricular activities

**Comments:**

**Issues:**

An English language learner is defined as a student whose primary language is not English AND the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with English language background. Federal and state regulations require that there be a systematic approach to identifying and diagnosing the needs of English language learners. State legislation requires that individuals certified after October 1, 1988 must have the ESL endorsement to teach ESL programs. Those individuals receiving their certification prior to October 1, 1988 do not have to hold the ESL endorsement.

Language minority students are students who come from language backgrounds other than English. They vary significantly in their educational experience and the degree of bilingualism attained. The first level of assessment is the screening required to separate the language minority students from those who have not had the influence of another language in their background. In order to determine the necessity of conducting an English language assessment of any student, the district shall, at the time of registration, identify the student's primary home language. In addition, for those students whose registration forms indicate the prominent use of another language in their lives, the district shall conduct a Home Language Survey on forms developed by the department of education to determine the first language acquired by the student, the language spoken by the student and by others in the student's home. School district personnel must be prepared to conduct oral or native language interviews with those adults in the student's home who may not have sufficient English or literacy skills to complete a survey written in English. The district must assess students, who have a primary language other than English. The assessment must include (1) an assessment of the student's English proficiency in the areas of speaking, listening, reading and writing; and (2) an assessment of the student's basic academic skills in relation to their grade or age level.

Once the primary language has been determined, an assessment should be used to determine the student's skills in English. Both Federal and State legislation requires that supplemental language instruction must be provided to English language learners. This program may be a/an

- transitional bilingual one that uses two languages for instruction.
- English as a Second Language program that primarily uses English
- other language assistance programs that have been proven to be effective

These programs are to be continued until the student demonstrates a functional ability to speak, write, read and understand in English at a level comparable to his/her English-speaking peers.



## SERVICES TO STUDENTS WITH DISABILITIES

### (Special Education & Section 504 Students)

1. ☐ Yes ☐ No Board policies governing special education speak to issues related to gender, race, national origin(language) equity.  
  
☐ Yes ☐ No Non-discrimination (Policy # ☐ )  
☐ Yes ☐ No Over-representation of minority students (Policy # ☐ )  
☐ Yes ☐ No Least restrictive learning environment (Policy# ☐ )
2. ☐ Yes ☐ No Students are being served in the least restrictive environment appropriate with opportunities to interact with their peers, who are not disabled. (Check for disability segregated classes in data manual) If not, why?
3. ☐ Yes ☐ No Reasonable accommodation, auxiliary aids, and adaptations are provided for students with disabilities (both special education and Section 504 students) in their classrooms, computer labs, sites of extra-curricular activities, and common areas such as libraries, cafeterias, gymnasiums, hallways and restrooms. If not, why?
4. ☐ Yes ☐ No Visual and auditory aids are provided for parents, staff, and students who are blind or deaf.
5. ☐ Yes ☐ No The district meets the need of each student, rather than fitting the students into the existing instructional programs.
6. ☐ Yes ☐ No Students are placed with another district only when it is appropriate to the needs of the student, and ☐ not because of the district's inability or reluctance to provide the service.

7. \_\_\_\_ Yes \_\_\_\_ No      Students are transported to other school districts for special education services. If the answer is yes, please list the following:

Type of programming provided	Number of Students	Transported to	Time Required

8. \_\_\_\_ Yes \_\_\_\_ No      Students with disabilities participate in nonacademic and extra-curricular activities with their non-disabled peers (reference equity data provided by the equity team leader). If the answer is no, do the IEPs of the students require this isolation?

10. \_\_\_\_ Yes \_\_\_\_ No      The special education student population generally reflects the district-wide student population in terms of (see equity data provided by equity team leader):

\_\_\_\_ Yes \_\_\_\_ No      Gender

\_\_\_\_ Yes \_\_\_\_ No      Race & National Origin

\_\_\_\_ Yes \_\_\_\_ No      If "No" the school administration has initiated a review of special education policies and practices to determine if they are contributing to this disparity.

11. ☐ Yes ☐ No Actions have been taken by the school district to reinforce collaboration between special education staff and the general education staff. Evidence of this collaboration was visible in the following ways:
12. ☐ Yes ☐ No Actions have been taken by the agency to reinforce positive interaction between students with disabilities and those without disabilities.
13. ☐ Yes ☐ No Professional development has been provided for general education staff members to increase their effectiveness in working with students with disabilities.
14. ☐ Yes ☐ No Staff members are generally sensitive to the needs and possible problems experienced by students with disabilities.
15. ☐ Yes ☐ No Special Education staff members are aware of the identity of the Equity/Section 504 (Disability Equity) Coordinator.
16. ☐ Yes ☐ No There is evidence of communication between the Equity/504 Coordinator and the Special Education staff.
17. ☐ Yes ☐ No When a special education conference results in a decision not to place a student with a disability in the special education program, the students and their families are notified of their rights related to Section 504/ADA and/or referred to the Section 504 coordinator.

**Comments:**

**Issues:**

Both state and federal law require that certain processes be put into place in regard to students with disabilities. An IEP is to be on file for each student. Due process procedures are to be followed in the identification and placement of students. Services to students with disabilities are to be provided in the least restrictive environment that will meet their real needs. All students, regardless of disability, must have equal opportunity to benefit from all school programs whether they are academic or co-curricular. It is important that the team explore the ways that the district serves their students with disabilities to ensure that appropriate placement is made based upon student need and not upon the services that the district has in place.

## STUDENT MARITAL OR PARENTAL STATUS AND HEALTH SERVICES

1. ☐ Yes ☐ No      There is a board policy governing the handling of student pregnancy and parental status. (Policy #\_\_\_\_\_)
2. ☐ Yes ☐ No      The board's pregnancy and child-care policy clearly communicates student options and is designed to assist students complete their education and become productive citizens.
3. ☐ Yes ☐ No      In the absence of a board policy on student pregnancy, district practice is consistent with the intent of Title IX.
4. ☐ Yes ☐ No      All rules related to marital or parental status are applied equally to males and females.
6. ☐ Yes ☐ No      Pregnant or married students have access to all:  
☐ Yes ☐ No      All courses and academic programs  
☐ Yes ☐ No      All extra-curricular programs  
☐ Yes ☐ No      All awards and scholarships
7. ☐ Yes ☐ No      Homebound services that are provided for students with medical disabilities are equally available to pregnant students with medical disabilities.
8. ☐ Yes ☐ No      Pregnant and married students are enrolled in segregated programs only when they request or choose such a program.
9. ☐ Yes ☐ No      Student pregnancy and childbirth related disabilities are treated like any other temporary disability in respect to doctor's statements, makeup of course work, health services, etc.

**Comments:****Issues:**

If insurance coverage or health services are provided to staff and students, all must be equitably covered and receive equitable benefits. Both federal and state laws require that pregnancy be treated like other temporary disabilities. The law does permit a agency to offer a benefit or service that may be used more frequently by one gender such as gynecological care. In reviewing this area, examine policies and handbooks for wording on pregnancy or marital status. Student interviews might also be useful for determining compliance in this area. The law also requires that males and females be treated equitably in respect to marital status and expectant parenthood. School officials may require a doctor's certification of the student's ability to partake in school programs only if there is such a requirement for all temporary physical disabilities.

## GIFTED AND TALENTED EDUCATION PROGRAM

1. ☐ Yes ☐ No The school board has adopted a policy, which governs the implementation of the district's education program for gifted and talented students. (Policy # )

2. ☐ Yes ☐ No The gifted and talented education program is being implemented K-12. (reference equity data provided by the equity team leader).

☐ Yes ☐ No Elementary School(s)  
☐ Yes ☐ No Middle School(s)  
☐ Yes ☐ No High School(s)

If no, why

3. ☐ Yes ☐ No The gifted and talented enrollment is reflective of the total student population on the basis of (see equity data provided by equity team leader):

☐ Yes ☐ No Race/Ethnicity  
☐ Yes ☐ No Gender  
☐ Yes ☐ No Disability

4. ☐ Yes ☐ No Multiple criteria are used to identify and place students in the talented and gifted program. List the criteria used to identify and place students in the talented and gifted (TAG) program at the following levels

A. Elementary Level

B. Middle School Level

C. High School Level

5. \_\_\_\_\_ Yes \_\_\_\_\_ No      The district has taken steps to ensure that there is not an over-reliance on IQ tests and other standardized tests in the identification process.

6. \_\_\_\_\_ Yes \_\_\_\_\_ No      The district has taken affirmative steps to include students from diverse racial/ethnic groups, English language learners, and students with disabilities in the gifted and talented education program (see data manual).

\_\_\_\_\_ Yes \_\_\_\_\_ No      Elementary Level  
\_\_\_\_\_ Yes \_\_\_\_\_ No      Middle School Level  
\_\_\_\_\_ Yes \_\_\_\_\_ No      High School Level

If yes, please briefly describe.

7. \_\_\_\_\_ Yes \_\_\_\_\_ No      A procedure for the annual review and evaluation of the TAG program is maintained and implemented.

8. \_\_\_\_\_ Yes \_\_\_\_\_ No      The gifted and talented education program is individualized and supplementary in nature and avoids segregating gifted students or pulling them out of classes for significant amounts of time.

9. \_\_\_\_\_ Yes \_\_\_\_\_ No      Provisions of services to gifted students does not result in a tracking system or ability grouping for all students.

## Comments



**Issues:**

School districts are required by school standards to have a program to meet the needs of gifted and talented students. The program must include the following four components:

- 1) A valid and systematic procedure, employing multiple criteria, for identifying ethnic and language diverse students if such students are enrolled. Multiple criteria: refers to objective data sources (tests, grades, skill and performance) and/or subjective sources (parent, teacher, self nomination forms, leadership references).
- 2) Specific curricular programming (the qualitative differentiated program) to meet the needs of identified gifted and talented students.
- 3) Support services, including materials and staff to ensure a qualitatively differentiated program.
- 4) A procedure for annual review and evaluation.

## EDUCATION OF HOMELESS CHILDREN AND YOUTH

1. \_\_\_\_\_ Yes \_\_\_\_\_ No    The school district has a process to identify school age homeless children and youth, whether enrolled or not.

\_\_\_\_\_ Yes \_\_\_\_\_ No    In-school identified  
\_\_\_\_\_ Yes \_\_\_\_\_ No    Out-of-school identified

Describe the process for identification of in-school and out-of-school children:

a. In-school

b. Out-of-school

2. \_\_\_\_\_ Yes \_\_\_\_\_ No    The school district posts information in community shelters and other locations (i.e., bus depots, Laundromats, churches, social service agencies) encouraging enrollment in school.

3. \_\_\_\_\_ Yes \_\_\_\_\_ No    The school district avoids denying access to homeless children and youth based upon:

\_\_\_\_\_ Yes \_\_\_\_\_ No    Lack of Documented Residence  
\_\_\_\_\_ Yes \_\_\_\_\_ No    Transportation requirements  
\_\_\_\_\_ Yes \_\_\_\_\_ No    Lack of immunization

4. \_\_\_\_\_ Yes \_\_\_\_\_ No    Students and/or parent(s) of homeless children and youth who are denied access are notified in writing of their right to appeal.

\_\_\_\_\_ NOT APPLICABLE

5. \_\_\_\_\_ Yes \_\_\_\_\_ No    The school district has examined and made needed revision to school policies and practices that create barriers to enrollment of homeless children and youth.

6. \_\_\_\_\_ Yes \_\_\_\_\_ No      Records are kept in such a fashion that homeless children can transfer with minimum loss of time out of school.
7. \_\_\_\_\_ Yes \_\_\_\_\_ No      The school district encourages homeless children to continue in the same attendance center, when changes in residence occur frequently within the district during the school year.
8. \_\_\_\_\_ Yes \_\_\_\_\_ No      Support systems for homeless students are provided through the At-Risk Program.

**Comments:**

## ISSUES:

All issues addressed in this section are found in Chapter 281-33 of the Iowa Administrative Code. A homeless child or youth of school age has been defined as a child or youth:

- 1) between the ages of 3-21
- 2) lacking a fixed, regular, and adequate nighttime residence and includes a child or student:
  - a. living on the street;
  - b. living in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home;
  - c. living in a community shelter facility;
  - d. living with non-nuclear family members or with friends who may or may not have legal guardianship over the child or youth of school age.

Under rules adopted by the State Board, local school districts are required to:

- locate and identify homeless children and youth;
- determine if homeless children are enrolled in school;
- post information in community shelters and other locations encouraging enrollment in public schools;
- examine and revise existing school policies or rules that create barriers to enrollment of homeless children and youth;
- maintain school records of students so they are available in a timely fashion to expedite enrollment of
- transfer students in new schools;
- provide copies of permanent and cumulative school records upon notification by student, parent, or
- guardian;
- accept copies of records or other evidence of placement to facilitate enrollment and then request copies of
- official records from sending schools.

A public school shall not refuse to enroll, exclude homeless children or youth, for lack of immunization records consistent with the rules of the Department of Health which states that a child may enroll and have 120 days to provide verification of immunization. School districts shall make every effort to locate and verify records and provide for immunizations through the Department of Health as rapidly as is medically feasible so as to not interrupt the educational program of the children.

The rules state that, consistent with the provisions of Iowa Code section 139.9 and the rules

of the Department of Health, a school district cannot refuse to enroll nor exclude a homeless child or youth if any of the following conditions exist:

The parent or guardian of a child or youth or a homeless child or youth:

- 1) Offers a statement signed by a doctor licensed by the state board of medical examiners specifying that in the doctor's opinion immunizations required would be injurious to the health and well being of the child or youth or to any member of the child or youth's family or household.
- 2) Provides an affidavit stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the homeless child or youth is a member or adherent, unless the state board of health has determined and the director of health has declared an emergency or epidemic exists.
- 3) Has begun the required immunizations and is continuing to receive the necessary immunizations as rapidly as is medically feasible, or
- 4) Is a transfer student from another school.

Homeless children are entitled to a free and appropriate education either in the district of residence or the district of last enrollment. In so far as possible, a school district shall not require a homeless student to change attendance centers within a school district when a homeless child changes places and residency within the district.

Transportation shall be provided for homeless children consistent with that provided all other children in the district. Transportation for students attending school out of the district and for students sent by other districts shall be provided consistent with the rules in educating the homeless.

Students and/or parents must be notified of appeal procedures when enrollment is denied. This notification is to be in writing.

## AT-RISK STUDENTS

1. \_\_\_\_ Yes \_\_\_\_ No    The district has a board approved CSIP that addresses the needs of at-risk students.
  
2. \_\_\_\_ Yes \_\_\_\_ No    If not, there is a separate At-Risk plan that the district is using?
  
3. \_\_\_\_ Yes \_\_\_\_ No    The district plan addresses the following at each educational level: **A, B, C** required for all schools, **A – G** for schools utilizing modified allowable growth.

PreK & K	Elem	Middle/Jr. High	High School	Required Component
				A. Valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-age population. 281-IAC, 12.5(13)
				B. Appropriate ongoing educational strategies for alternative options education programs. 281-IAC 12.5(13)
				C. Evaluation of the effectiveness of at-risk programming 281-IAC 12.5(13)
				D. Program goals consistent with student learning goals and the content standards established by the school district or for school districts participating in a consortium. <b>Note:</b> Provisions for at-risk students shall align with the student learning goals and content standards established by the school district or by school districts participating in a consortium.
				E. Activities and cooperative arrangements with other service agencies and service groups to meet the needs of at-risk students.
				F. Strategies for parental involvement to meet the needs of at-risk students.
				G. Staff in-service education designed to meet the needs of at-risk students.

4. ☐ Yes ☐ No The at-risk plan is being implemented consistently in each attendance center
- ☐ Yes ☐ No Elementary  
☐ Yes ☐ No Middle School  
☐ Yes ☐ No High School
5. ☐ Yes ☐ No The LEA provides alternatives for dropouts and potential dropouts as required in Iowa Code, 280.19A
6. ☐ Yes ☐ No Students being served in the program (including alternative schools) reflect the district's total population in terms of:
- ☐ Yes ☐ No Gender  
☐ Yes ☐ No Race  
☐ Yes ☐ No National Origin  
☐ Yes ☐ No Disability
7. ☐ Yes ☐ No Districts utilizing modified allowable growth for services for dropout and dropout prevention (Iowa Code 252.38-42) use accounting procedures that ensure proper disbursement of funds for activities identified in the CSIP.

**Comments:**

**Issues:**

Each district is required under Chapter 12 to make provisions in its comprehensive school improvement plan (CSIP) for meeting the needs of at-risk students. The components that must be addressed are outlined in 12.5(13). They are:

- Valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-age population
- Appropriate ongoing educational strategies for alternative options education programs
- Evaluation of the effectiveness of at-risk programming

If a district utilizes modified allowable growth under 257.38-41 (Services for Dropouts and Dropout Prevention), the following must be included in the CSIP in addition to the above requirements:

- Funds approved through the allowable growth must supplement and not supplant state and local funds for general education services.
- The LEA parents, teachers, administrators, and appropriate community members must have been consulted in the allocation of funds and in design, planning and implementing the plan.
- The LEA must coordinate and integrate program services, to the extent feasible and necessary, with other agencies providing services to children, youth and families, including health and social services.

Several helpful publications available from the Bureau of Instructional Services, Department of Education, and Iowa Association of Alternative Education. They include:

- Inventory of School Policies and Practices Related to Student Failure and Dropping Out
- A Framework for Learning Alternative Environments in Iowa
- Alternative Education: A Way of Restructuring Education/Local Review Process
- The Keys to Success
- A Checklist for School for Local School Administrators
- 21 Most Effective Dropout Prevention Strategies

The publications encourage the development of support services that allow a high degree of integration of students. Segregation is recognized as necessary in a few situations but, overall, districts should be encouraged to focus on integration of students in their planning and implementation of at-risk programs. This encouragement toward integration is consistent with federal and state nondiscrimination legislation.



## Employment

This section involves the employment side of Title IX and the Civil Rights Act as well as the state's requirement that an Affirmative Action plan be developed and updated every two years. The AA/EEO plan should provide equity of access to prospective employees from diverse backgrounds as well as to ensure that diverse role models exist for students.

### EMPLOYMENT POLICIES AND PRACTICES

1. ☐ Yes ☐ No      The district has a board adopted equal employment opportunity/affirmative action plan.
2. ☐ Yes ☐ No      The plan has been revised and updated in the past two years.
3. ☐ Yes ☐ No      The affirmative action plan includes the following components:
  - ☐ The identification of an employee to coordinate implementation of the plan.
  - ☐ A statement of support for the plan from the Superintendent
  - ☐ An analysis of the current work force by race, national origin, gender and disability
  - ☐ Periodic training on equal employment opportunity and implementation of the affirmative action plan for staff that hire and/or supervise employees.
  - ☐ Goals for making employment/personnel policies and practices more equitable (qualitative goals)
  - ☐ Identification of job categories where under-representation exists.
  - ☐ Numerical goals with timeliness targeting each job category where under-representation exists.
  - ☐ Strategies for disseminating information about the plan and information related to staff responsibilities for carrying out the plan.
4. ☐ Yes ☐ No      Evidence indicates that the district is implementing the plan.
5. ☐ Yes ☐ No      Evidence indicates that the affirmative action plan is successfully addressing employment in under-represented job categories.
6. ☐ Yes ☐ No      Staff development on equal employment opportunities and the affirmative action plan has been provided for all staff that hires and/or supervise employees.

7. ☐ Yes ☐ No Ongoing input is obtained from diverse racial/ethnic groups, women, men and individuals with disabilities into the development and implementation of the affirmative action policy and plan. Briefly explain how input was obtained:
8. ☐ Yes ☐ No All job vacancies are publicly advertised both outside and inside the educational agency. If no please comment:
- ☐ Yes ☐ No Outside  
☐ Yes ☐ No Inside
9. ☐ Yes ☐ No Employment application forms have been developed and are used for:
- ☐ Yes ☐ No Administrative positions  
☐ Yes ☐ No Teaching & other certified positions  
☐ Yes ☐ No Classified & support positions
10. ☐ Yes ☐ No Employment application forms include a statement of non-discrimination, which includes notice about the grievance procedure and the identity of the equity coordinator. \*
11. ☐ Yes ☐ No Job opening announcements communicated over the district's website include the announcement of the district's non-discrimination policy
11. ☐ Yes ☐ No Employment application forms are free of illegal inquiries related to race, national origin, gender, religion, disability and marital status
12. ☐ Yes ☐ No Advertising for vacancies includes a statement of non-discrimination.

13. \_\_\_\_\_ Yes \_\_\_\_\_ No Job descriptions have been developed for all major job categories.
14. \_\_\_\_\_ Yes \_\_\_\_\_ No Job descriptions are written in gender fair language.
15. \_\_\_\_\_ Yes \_\_\_\_\_ No Job descriptions describe only the current essential functions of the job categories.
16. \_\_\_\_\_ Yes \_\_\_\_\_ No A structured process exists that sets guidelines and standards for interviewing applicants for employment.
17. \_\_\_\_\_ Yes \_\_\_\_\_ No All sites available for walk-in job inquiries or applications, as well as interview sites, are accessible to persons with disabilities.
18. \_\_\_\_\_ Yes \_\_\_\_\_ No Several individuals or groups interview applicants.
19. \_\_\_\_\_ Yes \_\_\_\_\_ No There are affirmative efforts to include both males and females, persons from diverse racial/ethnic groups, and persons with disabilities on interview teams. If Yes Please Describe
20. \_\_\_\_\_ Yes \_\_\_\_\_ No Visible efforts are taken to avoid illegal inquiries in the interview process. If Yes Please Describe
21. \_\_\_\_\_ Yes \_\_\_\_\_ No Reasonable accommodations are made for employees as well as applicants for employment with disabilities. If yes. Please describe briefly.
22. \_\_\_\_\_ Yes \_\_\_\_\_ No The employee evaluation process and the related forms include a component related to educational equity for:
- \_\_\_\_\_ Yes \_\_\_\_\_ No Administrators
- \_\_\_\_\_ Yes \_\_\_\_\_ No Teachers
- \_\_\_\_\_ Yes \_\_\_\_\_ No Classified Personnel
- \_\_\_\_\_ Yes \_\_\_\_\_ No Coaches

23. ☐ Yes ☐ No The district provides a minimum of 12 weeks of unpaid, job protected leave to eligible employees for:
- ☐ Yes ☐ No Care for employee's child after birth, or placement for adoption or foster care.
- ☐ Yes ☐ No has a serious health condition.
- ☐ Yes ☐ No For a serious health condition that makes the employee unable to perform their job.

**Comments:**

**Issues:**

Employment/personnel policies, practices and materials are to be free of stereotyping and bias on the basis of gender, race, national origin, disability, and age. Race, national origin, disability or age is not to be factors in employment decisions unless they are used for affirmative action purposes. Employment forms are not to ask questions about race, religion, marital or family status or age.

Job descriptions cannot imply by content or language that certain positions are for men and others for women. Teaching or staff assignments are not to be made on the basis of gender, race, national origin, or disability. Recruitment efforts and strategies should not block access to jobs for any group. Notification of the district's policy on nondiscrimination is to be given to all potential employees. The goal is to provide diverse role models for students through diversity of the district's staff. As of July 1, 1990, school districts must have Board adopted equal employment opportunity/affirmative action plans on file and in operation. These plans are to be revised and updated every two years.

The Family Medical Leave Act of 1993 requires employers to provide up to 12 weeks of unpaid leave to employees for parental leave to care for a newborn child, the care of a family member with serious health problems, or for an employee's serious health condition. In order to be eligible employees must have worked for the district for at least one year, and for over 1250 hours in the past year. Employees must be provided with their old job or equivalent job upon return. Access to group health insurance must continue during the period of leave, although the employee may be required to pay for that portion of the premium that they paid through payroll withholding. The Family Medical Leave Act does not invalidate any bargained or non-bargained leave provisions that go beyond the requirements of the Act. Districts may not rescind those provisions because of the Act.